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ABSTRACT

The use of corporal punishment within the schools remains a controversial issue. Scholastic physical punishment is supposedly administered in a purposeful, premeditated manner according to a given set of contingencies revolving around school-rule infractions. According to some experts, the continuous general support for administering corporal punishment in the schools is based on certain beliefs regarding its effectiveness. This study examines the nature of relationships existing between beliefs and various issues and myths regarding the use of corporal punishment and the construct of dogmatism. The overall sample consisted of 71 counseling and elementary education students taking a graduate-level research-methods course at a Florida university located in an area prohibiting corporal punishment in public or parochial school systems. Subjects were administered the Corporal Punishment Questionnaire (The CPQ Form) and an abbreviated Rokeach Dogmatism Scale (Form RDS). Regarding issues associated with use of corporal punishment, subjects who tended to be close- minded also tended to agree with allowing the administration of this form of disciplinary action. Close-minded subjects also tended to believe in 11 myths concerning corporal punishment's effectiveness. The CPQ Form and Form RDS are appended. (Contains 21 references.) (MLH)

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ED 421 795

Relationship Between Issues And Myths Concerning Scholastic Corporal Punishment And Dogmatism

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Introduction

The use of physical punishment within the schools, i.e., scholastic corporal punishment, remains a controversial issue concerning the treatment of students (Diamantes, 1992 & 1994; Forness & Sinclair, 1984; Johns & MacNaughton, 1990; McCann, 1978; Rich, 1989; Rust & Kinnard, 1983). As applied to the school setting, corporal punishment refers to any type of physical reproach that inflicts not only pain but discomfort as well in order to eradicate misbehavior (Castan, 1973; Payne, 1989).

Although varying in detail, different conceptualizations of this disciplinary procedure usually convey the idea that scholastic physical punishment is generally administered in a purposeful, intentional, and premeditated manner according to a given set of contingencies revolving around school rule infractions. As defined in a previous study (Gaffney, 1997b) and in this current investigation, scholastic corporal punishment is regarded as the premeditated, purposeful, and intentional use of physical pain or discomfort by an educator as a penalty for a student's improper behavior and as a means to try to modify or to eradicate such misbehavior.

In the renowned Ingraham v. Wright (1977) decision, the U.S. Supreme Court addressed and ruled upon several key issues associated with the use of scholastic physical punishment. In holding that such a disciplinary method did not violate the cruel and unusual punishment prohibition of the Eighth Amendment, the High Court also established that the states may legally authorize the administration of reasonable corporal punishment without a prior hearing or notice and without the consent of a student's parents (Sadker & Sadker, 1997; Spring, 1994; Valente, 1980).

Dubanoski, Inaba, and Gerkewicz (1983) state that the continuous general support for the administration of physical punishment within the schools is based in part upon certain beliefs regarding the effectiveness of such punishment. If scholastic corporal punishment is to be abolished then those who establish school policy must be shown that many of those commonsense beliefs that are often used in support of this form of punishment are in actuality myths with frequently no basis in fact.

Henson (1986) contends that today's educators are responsible for recognizing that there exist various popular myths regarding the powers of physical punishment. An awareness of such myths could help deter the overuse and the misuse of this manner of disciplinary action.

Bauer, Dubanoski, Yamauchi, and Honbo (1990) point out that due to the absence of hard data, rationales are often given to support the utilization of scholastic corporal punishment. However, such rationales usually turn out to be more mythical than factual in nature. Moreover, one of the initial steps in altering social policy is to acknowledge and address the weaknesses in the present state of knowledge about the effects of physical punishment within the school setting.

Finally, Straus (1994) argues that while there are many reasons for the strong overall support of corporal punishment throughout this nation, most of these reasons are in reality myths. Essentially there are two types of such myths. The first type concentrates upon the effectiveness of this form of punishment. The major reason for the continual persistence of this type of myth is selective inattention, whereby people do not pay attention to or remember the times when the use of physical punishment fails to work because doing so contradicts what they believe to be true.

The second type deals with the harmlessness of corporal punishment. The two major reasons for the existence of this type are that the harmful effects of such a disciplinary procedure do not become obvious right away, often not for years, and that only a relatively small percentage of children who are administered physical punishment experience obviously harmful effects.

Regarding personality factors, Rokeach (1960) devised the concepts of open and closed mindedness, which refer to basic characteristics of one's belief system, i.e., the extent to which one's belief system is open or closed. The open minded person is someone who takes in information without distortion, evaluates and analyzes it objectively, and then responds to such information upon the basis of its own intrinsic merits, unimpeded by irrelevant factors in the situation arising from within the person and/or from external factors.

On the other hand, the closed minded individual is someone who distorts information and acts upon it on the basis of irrelevant factors in the situation which arise from within the person and/or from external factors. This person has trouble differentiating information and its source and is prone to evaluate and act on the basis of irrational inner forces. The term dogmatism refers to the general degree of one's closed mindedness.

Purpose Of The Study

The purpose of this study was to examine the nature of the relationships that existed between beliefs about various issues and myths regarding the use of scholastic corporal punishment and the construct of dogmatism.

Significance Of The Study

Following a comprehensive review of primarily the periodical literature (Gaffney, 1997a), no prior research was found regarding the beliefs by graduate students in counseling and elementary education about different issues and myths associated with the use of scholastic physical punishment, nor concerning the nature of the relationships existing between such beliefs and the construct of dogmatism on the part of any population. Thus, it was felt by this writer that this present investigation will make a unique and worthwhile contribution to the growing body of professional literature regarding this topic. In addition, since teachers and counselors often deal with the issue of corporal punishment as a disciplinary measure with children, this study will provide counselor and teacher educators with valuable insights into their students that may underscore the need for reflection upon, and possible subsequent modifications of, their graduate degree programs.

Sample

The overall sample (N = 71) consisted of counseling and elementary education students taking a graduate level research methods course at a private university in south Florida during the 1997 spring and summer academic terms. It is noteworthy to point out that the sample resided in a region of the state which did not permit the use of scholastic physical punishment within either the

public or the parochial school systems. In terms of demographic characteristics, 11% of the subjects were pursuing a master's degree in elementary education, 40% in guidance and counseling, 25% in mental health counseling, and 24% in marriage and family counseling. In addition, 85% of the subjects were female, and the average age of the sample was 33 years.

Instrumentation

The Corporal Punishment Questionnaire (hereafter called The CPQ Form) is a self-report, paper-and-pencil scale devised by this author to assess beliefs about different issues and myths regarding scholastic corporal punishment (See Appendix A). Subjects respond to the twenty-three (23) declarative statements using a Likert-type scale with the choice-options of Strongly Agree (5 points), Agree (4 points), Undecided (3 points), Disagree (2 points), and Strongly Disagree (1 point). The CPQ Form is regarded by this writer as a relatively simple, nonthreatening, and easy-to-administer measure with an approximate administration time of 10 to 15 minutes in length. It consists of an Issues Section and a Myths Section.

The Issues Section consists of statements A through C and assesses beliefs about various issues regarding the use of scholastic physical punishment derived from the Ingraham v. Wright (1977) decision.

The Myths Section is comprised of statements 1 through 20 and assesses beliefs about different myths regarding scholastic corporal punishment. Statements 1 through 8 were taken from an article by Henson (1986), statements 9 through 14 from a publication by Bauer, Dubanoski, Yamauchi, and Honbo (1990), and statements 15 through 20 from the writing of Straus (1994). In some cases not all of the myths presented by these authors were incorporated within this section, and some of the myths that were utilized, especially those of Straus (1994), were modified by this writer. The theoretical scoring range on the Myths Section is from 20 to 100 with a theoretical mean of 60. The higher the overall score is then the more a subject believes in the various myths associated with the use of scholastic physical punishment.

In a previous study (Gaffney, 1997b), a test reliability of .928

was calculated on the Myths Section, using the Cronbach's alpha technique, with a sample of preservice teachers. Using this same statistical procedure, an alpha coefficient of .929 was computed with the sample utilized in this present research project.

Furthermore, in that previous study test validity was determined for this section by the fact that statements 1 through 20 were regarded and treated as myths by some of those authorities, i.e., a panel of judges, who write and publish in the area of corporal punishment. Moreover, test validity for the Myths Section was also established in that previous investigation by computing Pearson Product-Moment Correlations between statement A and each of the statements numbered 1 through 20 and this section taken as a whole. It was felt that if statistically significant positive relationships existed, then each of those statements and the Myths Section itself are in fact measuring items not only associated with but supportive of the use of physical punishment, i.e., a myth. Except for statement 4, statistically significant positive relationships were found between statement A and each of the remaining 19 statements and this section in general. It was suggested by this author at that time that in subsequent research if statement 4 continues such a tendency that it either be revised or deleted from the Myths Section. Within this present study, statement 4 once again demonstrated that same problematic tendency (Pearson $r = -0.06$, $df = 69$, for a two-tailed test of significance).

An abbreviated version of the Rokeach Dogmatism Scale - Form E (hereafter called Form RDS) was developed by Troldahl and Powell (1965) and purports to measure the structure of belief systems rather than their content, i.e., it measures how one believes rather than what he/she believes (See Appendix B). In this research project this self-administered, paper-and-pencil instrument was used to measure the extent of open and closed mindedness of one's belief system. It consists of 20 Likert-type items which subjects are directed to respond to by writing +1, +2, +3, -1, -2, or -3, corresponding respectively to "I Agree A Little," "I Agree On The Whole," "I Agree Very Much," "I Disagree A Little," "I Disagree On The Whole," or "I Disagree Very Much." This measure has an approximate administration time of 10 to 15 minutes in length. This scale is scored by adding a constant of +4 to the algebraic value of each item and then summing the 20 converted item scores. The theoretical

range on this instrument is from 20 to 140 with a theoretical mean of 80.

For the original 40-item Rokeach Dogmatism Scale - Form E, the range of test reliability coefficients extended from .68 to .93 using both split-half and test-retest techniques (Rokeach, 1960). Concerning the abbreviated version of this scale used in this study, Troldahl and Powell (1965) report correlations of .95 and .94 between this version and the original version as measures of reliability. They concluded that the abbreviated 20-item version is a good predictor of what one would obtain using the original 40-item version. Using the Cronbach's alpha technique, this author calculated an alpha coefficient of .758 on the abbreviated version with the sample used in this current investigation. Furthermore, The Method of Known Groups was the technique used to provide test validity data on the original version, i.e., individuals identified to be high dogmatic scored significantly higher than individuals identified to be low dogmatic (Rokeach, 1960).

Data Collection Procedures

This writer administered concurrently a demographic checklist, The CPQ Form, and Form RDS directly to the subjects as a group during one of their class sessions. All of the subjects chose to participate in this investigation on an anonymous and a voluntary basis with no incentives provided. It was conveyed to the subjects that their participation in this study would have no bearing upon their final evaluation in the course involved.

Major Findings

Regarding *Statement (Issue) A*, "The administration of corporal punishment should be allowed in the schools.", a statistically significant positive relationship did exist at the .05 level between belief in this issue and dogmatism (Pearson $r = 0.26$, $df = 69$, $p < .05$ for a two-tailed test of significance). Thus, the subjects who tended to be closed minded also tended to be in agreement with allowing the administration of scholastic physical punishment.

In terms of *Statement (Issue) B*, "Students should be provided with procedural due process, i.e., notice and/or a

hearing, before they are subjected to corporal punishment.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this issue and dogmatism (Pearson r = 0.03, df = 69, for a two-tailed test of significance).

Concerning *Statement (Issue) C*, "Students should be administered corporal punishment only with parental or guardian permission.", a negative but a statistically nonsignificant relationship did exist at the .05 level between belief in this issue and dogmatism (Pearson r = -0.08, df = 69, for a two-tailed test of significance).

Regarding *Statement (Myth) 1*, "Corporal punishment is time efficient.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.14, df = 69, for a two-tailed test of significance).

In terms of *Statement (Myth) 2*, "The effect of corporal punishment increases with its use.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.05, df = 69, for a two-tailed test of significance).

Concerning *Statement (Myth) 3*, "Corporal punishment attacks the problem head on.", a statistically significant positive relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.28, df = 69, $p < .05$ for a two-tailed test of significance). Therefore, the subjects who tended to be closed minded also tended to believe that the use of scholastic physical punishment addresses behavioral problems directly.

Regarding *Statement (Myth) 4*, "All students dislike corporal punishment.", a negative but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = -0.02, df = 69, for a two-tailed test of significance).

In terms of *Statement (Myth) 5*, "Educators only use corporal punishment for the benefit of their students.", a statistically significant positive relationship did exist at the .05 level

between belief in this myth and dogmatism (Pearson r = 0.24, df = 69, p <.05 for a two-tailed test of significance). Thus, the subjects who tended to be closed minded also tended to believe that scholastic physical punishment is utilized by educators solely for the good of students.

Concerning *Statement (Myth) 6*, "Corporal punishment is a way of punishing only those students who misbehave.", a statistically significant positive relationship did exist beyond the .01 level between belief in this myth and dogmatism (Pearson r = 0.34, df = 69, p <.01 for a two-tailed test of significance). Therefore, the subjects who tended to be closed minded also tended to believe that scholastic physical punishment has punitive effects only on those students who are actually involved in misbehavior.

Regarding *Statement (Myth) 7*, "Corporal punishment prepares students to live in a society that punishes those who break the rules.", a statistically significant positive relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.27, df = 69, p <.05 for a two-tailed test of significance). Thus, the subjects who tended to be closed minded also tended to believe that students are prepared to function within a punitive society as a result of being subjected to scholastic physical punishment.

In terms of *Statement (Myth) 8*, "Corporal punishment deters aggression in students.", a statistically significant positive relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.25, df = 69, p <.05 for a two-tailed test of significance). Therefore, the subjects who tended to be closed minded also tended to believe that student aggression is inhibited by scholastic physical punishment.

Concerning *Statement (Myth) 9*, "Corporal punishment leads to the development of character.", a statistically significant positive relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.24, df = 69, p <.05 for a two-tailed test of significance). Thus, the subjects who tended to be closed minded also tended to believe that scholastic physical punishment enhances character development within students.

Regarding *Statement (Myth) 10*, "Corporal punishment teaches respect.", a statistically significant positive relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.24, df = 69, p <.05 for a two-tailed test of significance). Therefore, the subjects who tended to be closed minded also tended to believe that scholastic physical punishment instills respect.

In terms of *Statement (Myth) 11*, "Corporal punishment is the only thing some students understand.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.15, df = 69, for a two-tailed test of significance).

Concerning *Statement (Myth) 12*, "Without corporal punishment behavioral problems increase.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.19, df = 69, for a two-tailed test of significance).

Regarding *Statement (Myth) 13*, "Corporal punishment is used only as a last resort.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.04, df = 69, for a two-tailed test of significance).

In terms of *Statement (Myth) 14*, "Corporal punishment is necessary for the protection of educators.", a statistically significant positive relationship did exist beyond the .01 level between belief in this myth and dogmatism (Pearson r = 0.38, df = 69, p <.01 for a two-tailed test of significance). Thus, the subjects who tended to be closed minded also tended to believe that scholastic physical punishment is essential for educators' protection.

Concerning *Statement (Myth) 15*, "Corporal punishment works better than other disciplinary methods.", a statistically significant positive relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.26, df = 69, p <.05 for a two-tailed test of significance). Therefore, the subjects who tended to be closed minded also tended to believe that other disciplinary procedures are not as effective as scholastic physical punishment.

Regarding *Statement (Myth) 16*, "Corporal punishment is harmless.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.02, df = 69, for a two-tailed test of significance).

In terms of *Statement (Myth) 17*, "Corporal punishment is rarely used.", a statistically significant positive relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.25, df = 69, $p < .05$ for a two-tailed test of significance). Thus, the subjects who tended to be closed minded also tended to believe that scholastic physical punishment is seldom utilized.

Concerning *Statement (Myth) 18*, "If educators don't use corporal punishment, then they will verbally abuse a student.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.11, df = 69, for a two-tailed test of significance).

Regarding *Statement (Myth) 19*, "Corporal punishment is needed as a last resort.", a statistically significant positive relationship did exist beyond the .01 level between belief in this myth and dogmatism (Pearson r = 0.32, df = 69, $p < .01$ for a two-tailed test of significance). Therefore, the subjects who tended to be closed minded also tended to believe that scholastic physical punishment is necessary as a last disciplinary measure.

In terms of *Statement (Myth) 20*, "Corporal punishment is used only for serious problems.", a positive but a statistically nonsignificant relationship did exist at the .05 level between belief in this myth and dogmatism (Pearson r = 0.09, df = 69, for a two-tailed test of significance).

Additional Findings

On the Issues Section of The CPQ Form, Statement (Issue) A had a mean score of 2.887 and a standard deviation of 1.497. Thus, the subjects tended to disagree with allowing the administration of scholastic corporal punishment. Statement (Issue) B had a mean score of 4.141 and a standard deviation of 1.104. Therefore, the subjects tended to agree with allowing procedural due process protections prior to the administration of scholastic physical

punishment. Finally, Statement (Issue) C had a mean score of 3.225 and a standard deviation of 1.540. Thus, the subjects tended to be undecided about only allowing the utilization of scholastic corporal punishment upon receiving parental or guardian permission.

On the entire Myths Section of The CPQ Form, the subjects had a minimum individual score of 22 and a maximum individual score of 94 for a range of 72. They also demonstrated a mean score of 57.296 and a standard deviation of 16.687. The sample mean was found to be below the theoretical mean of 60. Overall, the subjects tended not to believe in the various myths, taken as a whole, that are associated with the use of scholastic physical punishment.

On the Form RDS, the subjects had a minimum individual score of 40 and a maximum individual score of 114 for a range of 74. They also exhibited a mean score of 72.592 and a standard deviation of 17.261. The sample mean was found to be below the theoretical mean of 80. In general, the subjects tended not to be closed minded regarding their belief systems.

Concerning the entire Myths Section of The CPQ Form and the Form RDS, a statistically significant positive relationship did exist at the .05 level between these two instruments (Pearson $r = 0.28$, $df = 69$, $p < .05$ for a two-tailed test of significance). Thus, the subjects who tended to be closed minded in their belief systems also tended to believe in the various myths related to the use of scholastic corporal punishment.

Conclusions

Regarding the issues associated with the use of scholastic physical punishment, subjects who tended to be closed minded also tended to be in agreement with allowing the administration of this form of disciplinary action (*Issue A*). No statistically significant relationships were found between belief in the remaining issues (B & C) and dogmatism.

Concerning the myths related to the use of scholastic corporal punishment, subjects who tended to be closed minded also tended to believe in the following 11 myths:

#3 - That the use of scholastic physical punishment addresses behavioral problems directly.
#5 - That scholastic physical punishment is utilized by educators solely for the good of students.
#6 - That scholastic physical punishment has punitive effects only on those students who are actually involved in misbehavior.
#7 - That students are prepared to function within a punitive society as a result of being subjected to scholastic physical punishment.
#8 - That student aggression is inhibited by scholastic physical punishment.
#9 - That scholastic physical punishment enhances character development within students.
#10 - That scholastic physical punishment instills respect.
#14 - That scholastic physical punishment is essential for educators' protection.
#15 - That other disciplinary procedures are not as effective as scholastic physical punishment.
#17 - That scholastic physical punishment is seldom utilized.
#19 - That scholastic physical punishment is necessary as a last disciplinary measure.

No statistically significant relationships were found between belief in the remaining myths and dogmatism.

In terms of anciliary findings, the subjects not only tended to disagree with allowing the administration of scholastic corporal punishment, they also tended to agree with allowing procedural due process protections prior to the administration of this disciplinary procedure. On the other hand, the subjects tended to be undecided about only allowing the utilization of scholastic physical punishment upon receiving parental or guardian permission.

The subjects tended not to believe in the various myths, taken as a whole, that are related to the use of this form of discipline. Furthermore, they tended to be open minded regarding their belief systems. Finally, the subjects who tended to be closed minded in their belief systems also tended to believe in the various myths, taken as a whole, that are related to the use of scholastic corporal punishment.

Dedication: This study is dedicated to the loving memory of my mother, Mildred Gaffney, who passed away on July 7, 1997. She never resorted to the use of physical punishment while raising me. Her hand was always a loving and nurturing one. Furthermore, she was one of the most open minded persons I have ever met. May God Bless Her Soul!

Note Bene: The author welcomes any comments or inquiries regarding the contents of this paper. Please direct all correspondence to:

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Appendix A

THE CPQ FORM

Directions: On the following pages a number of statements about the use of corporal punishment within the schools are presented. There are no correct nor incorrect answers to these statements, and you can be sure that there are others who would hold viewpoints similar to yours. After reading each statement please place a check mark (✓) next to one of the five responses which best describes your personal and frank point of view or opinion. Please respond to every statement. Thank you in advance for your cooperation.

Code: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

A. The administration of corporal punishment should be allowed in the schools.
SA _____ A _____ U _____ D _____ SD _____

B. Students should be provided with procedural due process, i.e., notice and/or a hearing, before they are subjected to corporal punishment.
SA _____ A _____ U _____ D _____ SD _____

C. Students should be administered corporal punishment only with parental or guardian permission.
SA _____ A _____ U _____ D _____ SD _____

1. Corporal punishment is time efficient.
SA _____ A _____ U _____ D _____ SD _____

2. The effect of corporal punishment increases with its use.
SA _____ A _____ U _____ D _____ SD _____

3. Corporal punishment attacks the problem head on.
SA _____ A _____ U _____ D _____ SD _____

Code: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

4. All students dislike corporal punishment.
SA _____ A _____ U _____ D _____ SD _____

5. Educators only use corporal punishment for the benefit of their students.
SA _____ A _____ U _____ D _____ SD _____

6. Corporal punishment is a way of punishing only those students who misbehave.
SA _____ A _____ U _____ D _____ SD _____

7. Corporal punishment prepares students to live in a society that punishes those who break the rules.
SA _____ A _____ U _____ D _____ SD _____

8. Corporal punishment deters aggression in students.
SA _____ A _____ U _____ D _____ SD _____

9. Corporal punishment leads to the development of character.
SA _____ A _____ U _____ D _____ SD _____

10. Corporal punishment teaches respect.
SA _____ A _____ U _____ D _____ SD _____

11. Corporal punishment is the only thing some students understand.
SA _____ A _____ U _____ D _____ SD _____

12. Without corporal punishment behavioral problems increase.
SA _____ A _____ U _____ D _____ SD _____

13. Corporal punishment is used only as a last resort.
SA _____ A _____ U _____ D _____ SD _____

14. Corporal punishment is necessary for the protection of educators.
SA _____ A _____ U _____ D _____ SD _____

Code: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

15. Corporal punishment works better than other disciplinary methods.
SA _____ A _____ U _____ D _____ SD _____

16. Corporal punishment is harmless.
SA _____ A _____ U _____ D _____ SD _____

17. Corporal punishment is rarely used.
SA _____ A _____ U _____ D _____ SD _____

18. If educators don't use corporal punishment, then they will verbally abuse a student.
SA _____ A _____ U _____ D _____ SD _____

19. Corporal punishment is needed as a last resort.
SA _____ A _____ U _____ D _____ SD _____

20. Corporal punishment is used only for serious problems.
SA _____ A _____ U _____ D _____ SD _____

Appendix B

FORM RDS

Instructions: The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case. Please make sure that each of your responses is preceded by a plus (+) or minus (-) sign.

+1 = I Agree A Little	-1 = I Disagree A Little
+2 = I Agree On The Whole	-2 = I Disagree On The Whole
+3 = I Agree Very Much	-3 = I Disagree Very Much

_____1. The United States and Russia have just about nothing in common.

_____ 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

_____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

_____ 4. Man on his own is a helpless and miserable creature.

_____ 5. Most people just don't give a "damn" for others.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case. Please make sure that each of your responses is preceded by a plus (+) or minus (-) sign.

+1 = I Agree A Little	-1 = I Disagree A Little
+2 = I Agree On The Whole	-2 = I Disagree On The Whole
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_____ 6. I'd like it if I could find someone who would tell me how to solve my personal problems.

_____ 7. In a discussion, I often find it necessary to repeat myself several times to make sure I am being understood.

_____ 8. It is better to be a dead hero than to be a live coward.

_____ 9. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.

_____ 10. The main thing in life is for a person to want to do something important.

_____ 11. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

_____ 12. Of all the different philosophies which exist in this world there is probably only one which is correct.

_____ 13. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

_____14. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

_____ 15. My blood boils whenever a person stubbornly refuses to admit he's wrong.

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_____ 16. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

_____ 17. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

_____ 18. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

_____ 19. The present is all too often full of unhappiness. It is only the future that counts.

_____ 20. Most people just don't know what's good for them.